



# TBAP 16-19 Academic AP Academy

## Peer to Peer Review February 2019

Area	The Review Team judged* TBAP 16-19 Academic AP Academy:
Overall	<b>Good (2)</b>
Leadership and Management	<b>Good (2)</b>
Personal Development, Behaviour and Welfare	<b>Good (2)</b>
Teaching Learning and Assessment	<b>Good (2)</b>
Outcomes	<b>Good (2)</b>

\*Please note that this review is not equivalent to an Ofsted inspection and judgements therefore are not necessarily equivalent to Ofsted judgements

## The Peer to Peer Challenge

The 16-19 Academic AP Academy was established to provide an academic curriculum to meet the needs of students who would otherwise be unlikely or unable to achieve their full academic potential and gain access to Higher Education. The school seeks to transform lives by providing a pathway to a university education for students who otherwise would not have this opportunity.

Students at the 16-19 Academic AP Academy undertake the International Baccalaureate Diploma programme (IBDP). This is an ambitious programme and is designed to address the intellectual, social, emotional and physical well-being needs of the students and prepare them for the successful transition onto University and life beyond.

The school is commissioned to provide 20 alternative provision places for students aged 16-19 across the Tri-borough. In addition, the school will accept students from outside of the Tri-borough. The school roll during the review was as follows: Year 12- 14 students (5 Female- 9 Male) and 10 Year 13 students (6- Female- 4- Male).

The school Judges itself Good in all areas. The Director of 16-19 was able to articulate how the school has acted upon the recommendations put forward in the last review and how these have moved the school forward.

During the review, six lessons were observed. Meetings were held with staff at all levels across the team and with the Chair of the school's Local Advisory Board. The review team attended staff morning briefing where it was evident that all staff are involved in planning for the current day. The staff team understand the needs of their students and jointly contribute in planning personalised interventions to support students' learning and behaviour.

In advance of the review the school provided copies of the following documents:

- School SEF
- School Development Plan
- The SCR
- LAB Reports
- Learner Data Dashboards
- Learner Summaries
- Attendance Overview
- Multi Agency Overview
- Interventions overview
- Teaching & Learning overview
- Case Studies
- Learner books and portfolios
- Destination data
- Staff CPD records
- Learner and Parent surveys

Further pieces of evidence which were referred to and should be kept by the Director of 16-19 within the schools Self-Evaluation file of information.

After scrutiny of the evidence available and consideration of the schools own self-evaluation, the following key lines of enquiry were agreed with the head of school:

1. How robust is the challenge and support from the Local Advisory Board in securing improved outcomes for all students?
2. How clearly are the SLT able to articulate the progress made by students over time?
3. What plans are in place to ensure that student outcomes are not impacted upon by an increase in student numbers on roll?

#### Leadership and Management strengths

The Director of 16-19 and Senior team have established a positive school environment. The Senior leadership team promote excellent relationships between staff and students, supporting students to make progress relative to their needs and abilities. Staff and students work together to prevent any form of direct or indirect discriminatory behaviour.

The Director of 16-19 has a good understanding of the school's strengths which is shared by the SLT. The school's revised SDP details key areas of improvement that align with the revised SEF document. Progress has started to be made against most aspects.

The Local Advisory Board (LAB) receives regular reports and minutes of meetings demonstrate members have a good understanding of quality of education at the 16-19 Academic AP Academy. The Chair of the LAB reported that the LAB has grown in membership since the start of the year, which will increase the skill set and capacity of the Board. The recent introduction of one member who is the LA Safeguarding Officer will offer significant expertise to SLT staff members leading on this area.

The Chair shared that he is in discussions with the Director of 16-19 about introducing a programme of LAB Member Link visits to the school. Members will have areas of (whole school) responsibility in which they will be able to offer support and challenge to SLT members. The Chair shared the rationale behind this in terms of ensuring that LAB members have a thorough oversight of the 'day to day' and strategic aims of the school and are able to have a positive impact on whole school improvement. He also shared that members would like to have more contact with the 'middle leaders' so that they can be supported/ challenged in their respective roles.

The school publishes its performance data, LAB reports and minutes on the TBAP website.

The school provides broad and balanced curriculum offer through the International Baccalaureate that enables students to make academic progress as well as developing their personal and social skills.

The school follows the TBAP cycle of lesson observations, learning walks and work scrutiny which helps to improve the quality of teaching.

Performance management is recorded using Blue Wave swift.

SMSC development and Fundamental British Values are promoted across the school and evidenced by displays, as well as discussion and debate in the Votes for Schools sessions that all students participate in. The impact of this is evident in the attitude of students to staff and their peers and was further confirmed during the pupil voice meeting.

Staff have received up to date Safeguarding and PREVENT (WRAP) training as evidenced on the Single Central Record.

The school's SCR is accurate and up to date.

Safeguarding is effective.

#### Leadership and Management risks and areas for development

The school has refined the self-evaluation form and the review team agree with school's judgments about leadership and management.

A revision of the schools SDP in terms of targets set and how these can be effectively measured will assist leaders to focus more sharply on a smaller number of key priorities for school development. Leaders should continue to regularly evaluate impact and refine actions where necessary.

To move teaching, learning and assessment forward dedicated time needs to be built into staff working hours so that a comprehensive CPD programme is in place for all staff. This will then allow for the sharing of existing good practice amongst all staff as well as ensuring that the staff team as a whole are upskilled in all areas of their professional practice.

There is a significant Health and Safety issue that needs to be addressed a matter of priority. A portion of the ceiling in the music room collapsed at the end of the previous week (before the review). In addition, there are other areas of the building that need attention to ensure that they remain viable and safe to all students and staff. This matter should be a high priority for all leaders.

There is a clear recognition that the LAB Board can offer more support and challenge to the SLT. The introduction of link visits and LAB members having areas of whole school responsibility will ensure that challenge and support is given to SLT members. In addition, it would be of assistance to the LAB Board members to participate in the TBAP wide Governance training programme to ensure that they have clear expectations of their roles and responsibilities.

A clear recruitment strategy needs to be developed at a Trust wide level to ensure the long term sustainability of the provision.

## Personal Development, Behaviour and Welfare strengths

During the two-day review:

- All students [despite their individual needs and starting points] demonstrated excellent attitudes to learning which have a strong, positive impact on their learning.
- High quality impartial careers advice and support helps students make informed choices
- The school has an 'open culture' and actively promotes all aspects of student's welfare. Students are safe and feel safe at all times. Students understand how to keep themselves safe and trust leaders to take rapid and appropriate action to resolve any concerns they have

It was pleasing to note that attendance for the majority of students has improved over time from starting points. Year 13 students have made an 11% improvement from starting point and Year 12 have made a 6% improvement from starting points. Boys on average have made a 13% improvement on starting points. The SLT are correct to highlight that the attendance of girls is an issue that needs particular attention. SLT members are able to articulate plans in place to address the issues and support those students to increase their attendance at school

It is pleasing to note that a Year 12 student with an EHCP has improved their attendance percentage by 44% from starting point. Student attendance is celebrated termly through a rewards based system. Learners talked positively about this during the review.

The school works effectively to address persistent absence and has robust internal systems for monitoring absence. These include first day absence calls; 'keeping in touch text messages; home visits when contact cannot be made.

The school works effectively with a number of external organisations to support learners' personal development and welfare:

- Groundwork
- St Giles Trust
- School Nurse(s)
- Family Practitioners
- CP Advocates
- Educational Psychologist and VIG Practitioner
- Anti- Terrorism Intervention Practitioner
- Prevent Project Development and Support Officer

Personal development is addressed through the weekly CAS Programme of events. These include:

- Indoor sporting activities
- Chel-Ski & Oxygen
- Fun run/ Self led projects
- Nuffield Gym
- Westway Football

- Money Charity Workshop
- Go Ape

Student behaviour throughout the two-day review was outstanding with students demonstrating respect for staff and their peers in and out of the classroom. Relationships between all students and staff were exceptional and clearly demonstrated high levels of mutual respect, understanding and trust.

Fixed term exclusions have reduced over that last two years. Evidence provided during the review demonstrates that in November 2016 there were five fixed term exclusions for 14 students. In November of 2018, the number of fixed term exclusions had reduced to one for 24 students. In addition, as evidenced in the confidential report there have been no racist incidents, police enquiries or complaints received which is hugely impressive and further supports the excellent work that the whole staff team do here for their learners. Behaviour is recorded on SIMS and the majority of students achieve more positive points than negative.

During the student voice meeting, students reported that they know who to speak to if they have a problems or if bullying was to take place. Students also knew who the designated safeguarding officers were. Student and Parent surveys demonstrated that students feel safe in school: 100% of parents agreed or strongly agreed that their child feels safe at school, 100% of students stated that they felt safe in school and 100% of students understand that there is an adult they can talk to if they are worried.

Students felt that they are better supported by staff at 16-19 provision than they were at their respective settings. 100% of students commented that they 'felt that they were going to be successful'. 75% of which said that they had a clear line of site to University.

#### Personal Development, Behaviour and Welfare risks and areas for development

The school would benefit from using an 'Emotional Wellbeing and resilience' assessment to clearly demonstrate the excellent levels of progress made by students in this area.

To demonstrate the positive impact of the CAS Programme on student aspirations and consequent progress towards successful outcomes it would be worthwhile to obtain student feedback on the activities that are undertaken.

Ensure robust action plans are in place to address attendance concerns with particular attention given to 'girls' lower attendance rates compared to all other groups

Student voice could be enhanced by organising a school council

### Teaching, learning and Assessment-strengths

Lessons are well planned. As a result of this behaviour is exemplary as evidenced in all lesson observations that were carried out over the school review.

Staff have high expectations for their students in relation to the outcomes in lessons. However, greater consistency is required with regards to challenging the more able students in lesson time.

All teachers demonstrated secure subject and up to date subject knowledge. Questioning evidenced over the review demonstrated that teachers develop, consolidate and deepen learner's knowledge. In Sports Science, a discussion on the skills continuum used in the game of darts allowed the activity to be effectively dissected by the teacher who then through effective questioning supported students to complete the task at hand.

In Maths, English and Sport Science it was evident that teachers quickly identified and supported students to improve their learning in their subject areas.

In lessons, students are consistent given feedback in relation to the activities at hand. However, when looking at books it was apparent that the level of feedback to learners is inconsistent as is the opportunity for students to respond appropriately to the feedback given. An area of strength that was identified during the review was in Maths, where the subject teacher provided targeted feedback. There was clear evidence that students had been afforded the opportunity to address the targets set/ feedback given.

All students have access to at least one literacy and one numeracy intervention per half term. These are delivered by all staff who have accessed training to do this effectively. As a result of this, students, reading, writing, communication and numeracy skills are developed well across the curriculum and from starting points.

Teachers consistently encourage all students to work with positive attitudes. This was evident through the student meetings that took place as part of the review. Students shared that 'life skills and problem solving are developed by all staff'.

Students over the course of their programme are helped to learn from their mistakes and develop a resilience to continue persevering with their learning. This was clearly evident in maths where learners continued to work through complex calculations until they achieved the right answer. The skilful questioning and modelling by the class teacher created an optimal environment for this to take place.

Attendance to 'Independent study sessions' demonstrates that students are willing to develop, consolidate, and deepen their knowledge, understanding and skills.

In all subject areas seen during the review there was clear evidence to show that most students were committed to improving their work. This was particularly strong in Art, Maths and English.

### Teaching, learning and Assessment- risks and areas for development

In order to secure higher levels of challenge for students, activities need to be carefully differentiated based on the differing levels in each classroom. This should ensure that students are constantly striving to produce work of high standard

The school rightly identifies the development of personalised feedback as an area for development with a focus on providing opportunities for students to actively respond to teacher feedback. A 'Conference' method might be useful in supporting teaching staff with this.

To ensure that the schools assessment and feedback is consistent across all subjects it would be helpful for the SLT to agree upon an assessment framework that can be utilised by all teaching staff. To support this, dedicated CPD time will need to be built into the school day.

To ensure that teachers are utilising progress data to inform teaching strategies and personalised lesson delivery it would be beneficial for the SLT to look at Pupil Asset as a progress tracker for each subject area.

#### Outcomes strengths

Data analysis indicates that students are making good progress relative to their starting points. This was supported by progress students made in class during the review.

Data presented during the review showed that:

#### Year 13

- The number of students taking 3 or more subjects (8) – 75% are making progress
- The number of students taking 4 or more subjects (5) – 100% are making progress
- The number of students taking 5 or more subjects (8) – 60% are making progress

#### Year 12

- The number of students taking 3 or more subjects (14) – 100% are making progress
- The number of students taking 4 or more subjects (14) – 100% are making progress
- The number of students taking 5 or more subjects (14) – 93% are making progress
- The number of students taking 6 or more subjects (14) – 93% are making progress

Progress is largely measured using Summative assessments that take place half termly. These are then analysed by SLT against student baseline and previous assessment points. SLT need to develop a system that measures formative progress in all subject areas as this will give an accurate picture of the progress that students are making in individual subject areas and negate any concerns raised through summative assessments.

The data dashboard document that is currently being used by the SLT to measure progress needs to be further refined to demonstrate the excellent levels of non-academic progress being made by students here at the 16-19 provision. It would also be useful for an overview analysis document to be produced for the different progress measures identified so that the SLT can monitor and intervene as appropriate.

Students demonstrated during the review that they can read with fluency and comprehension that is appropriate to their age. This was evident in an English lesson observation where students were taking it in terms to read a challenging text to the rest of the class. Comprehension was checked on by the teacher through thoughtful questioning techniques.

There is a robust CIAG programme in place that is well supported by all staff. Students have access to a range of high quality Careers events and support to ensure that they are able to make a successful transition into KS5 provision. At the time of the review, 100% of Year 13 students had applied to University or on to an appropriate Apprenticeship. 8 students have already received conditional offers to read International Business, Applied Psychology, Fine Art, Mechanical engineering and Business Management. The remaining students are currently awaiting offers from the Universities.

The proportion of students progressing to higher education (83%) is significantly higher than the national average for learners who have completed their secondary education through AP (5%). This is something that needs to be celebrated and it testament to the on going commitment that staff give to students at the 16-19 provision on a daily basis.

**Outcomes- risks and areas for development**

Formative Assessment needs to be thought about across all subject areas so that staff and SLT have an accurate picture of the progress that students are making in each subject area. Embedding Pupil Asset as means of recording student progress would ensure staff and SLT have a clear oversight of the progress that is being made from starting points.

In order to ensure to demonstrate progress more concisely the SLT need to consider how the data dashboard can be refined to show progress across a greater number of areas. For example: destinations, behaviour interventions and formative progress over time.

Whilst the YARC literacy intervention has been rolled out to students this year, it is important that initial tests are carried out to secure a baseline level and that re assessments are calendared into the Assessment diary. This should then measure progress as well as showcasing the impact of the intervention over time.

**Peer to Peer Summary**

Area	The School judged themselves:	The Review Team:
Overall	Good	Agreed
Leadership and Management	Good	Agreed
Personal Development, Behaviour and Welfare	Good	Agreed
Teaching Learning and Assessment	Good	Agreed
Outcomes	Good	Agreed

The team agreed with the school’s own self-assessment. However, to ensure further improvement it is essential that the school are clear on the measures that they are going to use to show the progress that



students make during their time at the 16-19 provision. This would be well supported through Pupil Asset or a similar MIS system.

Peer to Peer Review Team

The Review Team :

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